## Practical usage of multiple-choice questions as part of learning and self-evaluation



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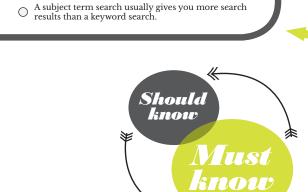
Do multiple choice questions only test the student's skills?

Could multiple choice questions not only be about assessing, but part of learning?

Could multiple choice questions be mediators

that trigger, support, and amplify learning?

Could multiple choice questions be learning promoters, that select, interpret Could multiple choice questions be learning promoters, that select, interpret and amplify objects, promoting both learning and the self-evaluation of learners?



A subject term search is performed on fields describing

Which one of these arguments is true?

the contents of the publication.

 A subject term search is performed on all fields. Each publication has only one correct subject term.

## How can multiple choice questions promote learning?

What do you have to take into account, when you are preparing multiple-choice questions as mediators?

## First, you can prioritize teaching objectives:

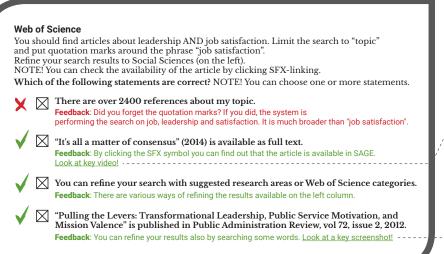
- · What must be known and what should be known?
- · What kind of searches you want to urge students to try?

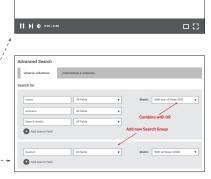
According to your experiences with contact learning, you can assess, what the students have already practiced. What are the things that students have problems with and need more guidance on?

## The most important addition to the questions is feedback during practice.

The question's answers (wrong or right) are not important. The feedback on the answers are important to guide students how to do searching. The questions promote the selfregulation and self-evaluation of students.

Feedback can be verbal. screenshot or a video.





We need new ways of thinking about learning and how we create learning spaces.

The key design choices for creating a positive learning experience involve

feedback, flexibility, functionality, fun, and freedom.